



## Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

153741 - Mormon Trail Teacher Leadership & Compensation Grant Final

Teacher Leadership and Compensation System

Status: Under Review  
Original Submitted Date: 02/10/2016 11:58 PM  
Last Submitted Date: 04/05/2016 1:12 PM

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## Primary Contact

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**First Name\*** Lorna Sue Paxson  
First Name Middle Name Last Name

**Title:**

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**City\*** Diagonal Iowa 50845  
City State/Province Postal Code/Zip

**Phone:\*** 641-734-5331  
Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** Mormon Trail Community School District

**Organization Type:** K-12 Education

**DUNS:** 09-197-7772

Organization Website:	mormontrail.k12.ia.ua		
Address:	403 South Front Street		
	P.O. Box 156		
	Humeston	Iowa	50123
	City	State/Province	Postal Code/Zip
Phone:	641-877-2521		
		Ext.	
Fax:	641-877-3400		
Benefactor			
Vendor Number			

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## Cover Sheet-General Information

### Authorized Official

Name	Lorna Paxson
Title	Superintendent
Organization	Mormon Trail Commuity School District

*If you are an individual, please provide your First and Last Name.*

Address	403 S. Front Street
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City/State/Zip*	Humeston	Iowa	50123
	City	State	Zip

Telephone Number	641-877-2521
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E-Mail	lpaxson@mormontrailcsd.org
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### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.*

*If you are an individual, please provide your First and Last Name.*

Name	Peggy Rash
Title	Business Manager
Organization	Mormon Trail Community School District

Address	403 S. Front Street
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City/State/Zip	Humesto	Iowa	50123
	City	State	Zip

Telephone Number	641-877-2521
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E-Mail	prash@mormontrailcsd.org
County(ies) Participating, Involved, or Affected by this Proposal	Wayne County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	14
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	27
<i>District Map</i>	

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## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

Yes

If YES, present the rationale for determining no impact.

The grant is expected to benefit all members of the school community

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Lorna Paxson

Title of Person Submitting Certification

Suuperintendent

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## Recipient Information

District	Morman Trail Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	93-4505
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mrs.
Name of Superintendent	Lorna Paxson
Telephone Number	641-877-2521
E-mail Address	lpaxson@mormontrailcsd.org
Street Address	403 S. Front Street
City	Humeston
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50123

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## TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Lorna Paxson
Telephone Number	641-877-2521
E-mail Address	lpaxson@mormontrailcsd.org
Street Address	403 S Front Street
City	Humeston
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50123

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## Demographic Profile

October 2014 Certified Enrollment	241
October 2014 Free/ Reduced Lunch %	59
AEA Number	13
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

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## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

Mormon Trail CSD serves residents in Clarke, Wayne, Lucas and Decatur counties. 2014-15 certified enrollment Pk-12 was 2466.3 and in 2015-16 certified enrollment is 266.6.

Proficiency on the Iowa Assessments 2104-15 reflects the relative academic focus of the school and community.

Grades	Math	Reading	Science
Elementary 3-6	68%	72%	83%
Middle School 7-8	66%	75%	83%
High School 9-11	57%	68%	65%

#### Goals:

Goal 1: Attract quality teachers by providing short and long term Professional development, leadership opportunities and a minimum salary of \$33,500 annually to all teachers

Goal 2: Retain quality effective teachers by providing at least 25% of the teachers the opportunity to engage in enhanced career opportunities

Goal 3: Promote collaboration by developing and supporting opportunities for teacher to learn together and from each other

Goal 4: Provide pathways for various career leadership opportunities

Goal 5: Improve the quality of teaching and learning so all students achieve at high levels.

#### Vision:

The vision of Mormon Trail CSD Teacher Leadership and Compensation (TLC) Plan is to create an environment for teachers that will make collaboration a cornerstone of curriculum development and instruction in the Mormon Trail Community School District thereby retaining effective teachers, attracting new and promising teachers, and improve student achievement. It is the belief of the Mormon Trail CSD TLC committee that creating opportunities to collaborate effectively within the district and with others outside the district through professional learning will build strong instruction and promote higher student achievement.

#### Description of Positions

The Mormon Trail CSD TLC plan contains the following levels of teacher development:

##### INITIAL TEACHER

An initial teacher participates in the Teacher Mentoring and Induction Program and implements local initiatives.

##### CAREER TEACHER

A career teacher demonstrates competencies in collaboration lifelong learning and research-based instruction in implementing district initiatives.

##### LEAD TEACHER

A lead teacher coordinates teacher collaboration efforts in achieving local initiatives and compelling a data driven focus to help each student grow. The lead teacher demonstrates effective strategies and improved professional growth by collaborating with and modeling best practices for initial and career teachers. Lead teachers identify PD needs and plan and implement professional development with groups and individual teachers as needed.

##### DATA TEACHER LEADER

A data teacher leader coordinates data collection, assisting teachers with collection of needed data in the classroom and through district-wide assessments. The Data teacher organizes data to be shared in collaborative teams and to be shared with stakeholders.

Data teacher leaders assist teacher in analysis of data to identify student and teacher learning needs.

##### MENTOR TEACHER

A mentor teacher demonstrates effective strategies and improved professional growth and assists initial teachers in implementing and demonstrating local initiative

##### TEACHER LEADERSHIP & COMPENSATION TEAM TEACHER

The Teacher Leadership & compensation Team teacher assists in developing the TLC plan for Mormon Trail CSD and monitors progress toward goals of the program. The TLC teacher collects and organized various data to support analysis of progress toward TLC Plan goals.

##### MODEL TEACHER

A model teacher provides opportunities for other teachers to come into their classroom and observe best practice.

	Compensation Beyond contract	# Of teachers in this Position	Work Beyond Contract	% of Total Staff	Percent of Time Dedicated to Teaching Students
Initial Teachers & Career Teachers	Minimum \$33,500 (contract pay)	N/A	N/A	N/A	100%
Lead Teachers	\$5000.00	4	6	16%	90%
Model Teachers	\$2500.00	4	0	16%	100%
Teacher Leadership & Compensation Team teachers	\$3000.00	4	4	16%	100%
Data Teachers	\$3500.00	2	3	8%	95%
Mentor Teachers	\$1500.00	3	3	12%	95%

#### Initiatives:

- AIW: Peer reviews of tasks, student work, and instruction scoring to improve the connection between outcome assessment, and teaching strategies and student performance in grades K-12.
- MTSS: Use of research to alter strategies to help each child grow at expected levels grades K-12
- Technology implementation with Google Chrome-books and Google classroom:- grades 7-12
- Reading first strategies: K-6

#### Improvement Frameworks:

- The school improvement advisory council composed of parents, teachers, administrators, and community members to advise district goals
- Elementary and Secondary Lead Teams design Professional development to meet district goals
- Teacher Mentoring and Induction program assists and supports the successful integration of beginning educators into the profession

#### Integrated State/Local Goals

The Mormon Trail School Board will adopt the local TLC plan, designating the levels of teacher participation to promote and reward almost 40% of staff for effective teaching. The leadership positions will fulfill all state requirements, including a rigorous hiring process.

Teacher leaders will organize and implement district strategies of AIW and MTSS by providing designated hours for teacher leaders and faculty to collaborate, plan and observe each other in classrooms.

The district will support all beginning educators with a teacher Mentoring and Induction Program aimed at creating effective teachers.

Teacher leaders will assist in setting and evaluating goals, planning for collaboration, data collection and modeling best practices to improve student achievement.

#### The Selection Process:

Each applicant will go through a rigorous selection process driven by a selection panel of administrators and teachers which requests candidate resumes, sample teaching lessons and videos that address skills needed for the position and demonstrate teacher effectiveness. The selection panel, consisting of teachers and administrators, will use a scoring rubric to evaluate the effectiveness and professional growth of candidates and make hiring recommendations to the superintendent who will make recommendations to the school board.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

## Narrative

Using Part 1 application narrative from previous application? **No**

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Mormon Trail Community School District Teacher Leadership & Compensation Planning Committee consisting of administrators, and teachers met in August 2015 to begin learning what the Teacher leadership and Compensation Grant is and begin developing the plan for Mormon Trail CSD. Teachers, administrators and school board were in favor of applying and it was decided to use Model 3, with Mormon Trail TLC committee determining how to structure the positions and meet grant requirements.

**Developing a Vision**

Using the district vision and mission and discussions with stakeholder groups the TLC committee came up with a vision for our TLC program in the district. The vision of Mormon Trail CSD Teacher Leadership and Compensation is to create an environment for teachers that will make collaboration a cornerstone of curriculum development and instruction in the Mormon Trail Community School District thereby retaining effective teachers, attracting new and promising teachers, and improve student achievement. An environment where professional growth that comes with increased leadership responsibility and involve increased compensation, gives teachers the opportunity to be more involved in leadership within the district. It is the belief of the Mormon Trail CSD TLC committee that creating opportunities to collaborate effectively within the district and with others outside the district through professional learning will build strong instruction and promote higher student achievement.

**Creating the Plan**

Meetings were held August through September to plan and design the TLC program for Mormon Trail Schools. Input was gained from teachers through discussions with TLC committee member s and groups of teachers. This information was brought to meetings and shared with the staff. In October the plan was shared with the school board and their approval to continue the application was obtained.

The district has engaged in developing the use of technology in the high school and a focus on literacy at the elementary level. Although teachers have put in much effort to successfully implement the initiatives the lack of consistent teacher leadership and direction and lack of structured focus has created a gap in the ability to move instruction and student achievement to a higher level.

The K-12 staff will begin to engage in AIW with lead teachers driving the work of AIW in collaborative teams. This will afford the opportunity to engage in collaboration with other districts as well using technology to connect and/or face to face with other districts.

**Support for the Plan:**

On October 2015 a preliminary draft was shared with the School Board. Teachers members of the TLC committee presented their plan and their enthusiasm for the plan. The board 100% agreed to support the plan. Stakeholders 100% support the plan and agree that providing the opportunity for leadership roles is important.

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## **Narrative**

Using Part 2 application narrative from previous submission? **No**



**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

**Goals:**

**Goal 1: Attract quality teachers by providing short and long term Professional development, leadership opportunities and a minimum salary of \$33,500 annually to all teachers**

**Local Context:** Mormon Trail has an average enrollment of 250 students PK-12. The increase in teacher leadership opportunities will improve the opportunity for the district to attract teachers. Mormon Trail offers a comparable salary to district around and the minimum salary is at \$33,500.00 annually.

**Goal 2: Retain quality effective teachers by providing at least 25% of the teachers the opportunity to engage in enhanced career opportunities**

**Local Context:** Turnover is low, but when teacher leave it is due to the need to hire part time FTE for teaching positions due to low number of students. Leadership opportunities could provide the chance for teachers to work in the classroom and as a teacher leader not in the classroom for part of the teaching day.

**Goal 3: Promote collaboration by developing and supporting opportunities for teacher to learn together and from each other**

**Local Context:** There are few opportunities to collaborate with teachers who teach like subjects or like grades. Our TLC plan addresses the issue of needing more collaboration, time to research, discuss, model and coach effective teaching strategies. The TLC program will improve the impact of current professional development practice by providing the ability to hire substitutes to allow Lead Teachers and Mentor Teachers to be purposeful and planful in scheduling and making collaborative time with colleagues.

Collaborative meetings will take place during scheduled times through the day and can occur on a more regular basis. Lead Teachers will be able to better work with career teachers to identify needs using data from classroom observations, student classroom assessment data and district wide data. Mentor Teachers will be able to schedule times in the beginning teacher's room and time for the beginning teacher to observe the Mentor Teacher as he/she models best practice..

**Goal 4: Provide pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation for effective teachers in leadership roles.**

**Local Context:** Currently teachers are give the responsibility of leadership roles, yet no compensation nor planning for time to complete the work.

Our TLC plan will provide time for lead teachers to receive the professional development they require to develop leadership skills and time to meet, collaborate, and support colleagues through collaboration and modeling best practice.

Lead teachers will model best practices in collaboration with administrator and curriculum director. Additional they will facilitate e PLC meeting , gather and assess data and identify student needs. Model Teachers will model best practice in the classroom as they allow teachers to come into their room to observe teaching.

Mentor Teachers will work with Beginning educators to ensure student engagement and highly effective teaching in all classrooms. They will help ensure that the growth of beginning educators in purposeful and aligned with the Iowa Professional Development Model. Mentor Teachers will observe the instruction of beginning educators.

**Goal 5: Improve the quality of teaching and learning so all students achieve at high levels.**

**Local Context:** Mormon Trail has been in SINA school for 5 years. The Teacher leadership there can be support for all teachers in using data to identify student needs and support for learning, planning and implementing instructional practices that will improve student learning.

By spring 2017 there will be an increase I student achievement due to implementation of the TLC plan and district initiatives.

**Proficiency on the Iowa Assessments 2104-15**

Grades	Math	Reading	Science
Elementary 3-6	68%	72%	83%
Middle School 7-8	66%	75%	83%
High School 9-11	57%	68%	65%

Using Part 3 application narrative from previous submission? No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

Our TLC Plan will enhance existing school Improvement initiatives.

Mormon Trail has placed a focus on improving literacy. The district is addressing effective structures to meet diverse learning needs of student through the use of Multi-Tiered System of Supports K-6, improving instruction and student achievement in Reading, Math and Science through Authentic Intellectual Work.

Mormon Trails TLC plan support the initiative in the following manner:

**Multi-Tiered Support System (MTSS):** Our TLC structure will improve implementation strategies for the Multi-tiered system of supports by helping teacher effectively use assessment information to plan differentiated instruction during core, supplemental, and intensive instruction The TLC Plan provides support teachers in development and implementation of the PK-5 Multi-Tiered Support System (MTSS). Lead Teachers support teacher learning and implementation of identified intervention strategies. Lead Teachers will provide the opportunity to have support for teachers in compiling and interpreting data, learning more effective instructional strategies, planning instruction for diverse needs, modeling, and strengthening teacher implementation of research-based strategies that support student learning. Lead Teachers are instrumental in decision making and leading all PK-5 teachers in learning the assessment and the processes for using the data from assessments. Lead teachers will work with all teachers to develop a plan for the process of assessment, intervention, progress monitoring, and effectively making instructional decisions based on data.

Mentor Teachers will support beginning educators in understanding the processes of assessment, intervention, progress monitoring, and effectively making instructional decisions based on data. The mentor teacher, through collaboration and modeling, will support new educators in developing classroom instructional activities and environment that supports meeting the needs of all learners in the classroom.

**PK-5 Literacy Instruction:**PK- Lead Teachers will support teachers by ensuring the implementation with fidelity of quality core instructional strategies for all student through professional development, observations and conferring during team meetings or one-on-one. They will also help determine interventions for students identified by FAST as at risk or substantially deficient and ensure that those interventions are implemented with fidelity.

Lead Teachers will lead PD around these strategies and work with teachers collaboratively and individually on the moves of strategies, supporting purposeful implementation, and modeling as needed. Model Teachers will allow teacher to observe their classroom instruction as they engage in best practice.

**Authentic Intellectual Work (AIW):** The TLC plan will allow for the district's engagement in Authentic Intellectual Work , which is beginning in the 2015-16 school year. Mormon Trail teachers will use the AIW aligned framework to design lessons and units. The AIW framework improves intellectual rigor and engages students by helping them learnt to address complex real-world challenges I civic life, work and the contemporary world. Lead teachers will work with teachers in collaborative meetings to score lessons, instruction and student work providing insight and coaching with the team as well as guided practice to improve learning of all members.

**Mentoring And Induction:** Successful teacher induction systems focus on student learning and teacher effectiveness.

Providing adequate release time for mentors to be in Beginning educator classrooms has been a challenge. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors, professional learning communities for mentors and teachers, engaged principals and supportive school environments and district policies. The Mentor teacher will provide effective strategies in instruction and classroom management and weekly collaboration to develop the effectiveness of new teachers. The additional funds provided by the TLC plan will help provide funding for this support to continue and improve.

Using Part 4 application narrative from previous submission? No

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

#### Part IV: Entry into the Profession:

Mormon Trail Community School District has low teacher turnover., however there are some positions that are not full time due to number of students, for example MS Math, and turnover is high. Understanding that new teachers need to be supported in the classroom, our plan emphasizes the importance of strong mentoring for beginning educators .

#### The Current new teacher mentoring:

New teacher to Mormon Trail Community School District are assigned a mentor and they attend the 1st and 2nd year *Journey to Excellence* classes conducted by Green Hills AEA. This program does not address situations specific to Mormon Trail Community School District and does not provide for much meeting time for mentor and mentee during the meetings. Mentors and Mentees meet outside the contracted day to discuss teaching and learning.

#### The Gaps in our current mentoring program:

Time, resources, collaboration opportunities, informational gaps for content area, and some inadequate mentor/mentee relationships.

#### TLC support to address the gaps:

1. There will be a more rigorous method of posting the position, matching a mentor within the building and teaching area ( when possible) to the new teacher position. The mentor will have been in the district at least 2 years and a minimum of 1 year in the building.
2. Mentors will be provided release time from their classrooms to observe the mentee's classroom and provide feedback. Mentees will be given release time from their classroom to visit mentor and model teacher classrooms. These observations will occur at least once per quarter. Substitutes for these observations will be paid for with TLC monies.
3. Mentors will attend the first day of teacher inservice with the mentee ( a day that will be added to the schedule for new hires to the district).
4. Resources will be provided to support the mentor and may include attending conferences and trainings (with mentor if applicable), sharing district information and guidelines, helping with Planbook and JMC, etc.
5. The district will develop a log with timelines of important information and dates for the mentor and mentee to be completed. These could include emergency procedures, parent contact information, lesson plan development, calendar, grading requirements, and building specific instructions.
6. The mentor will be available to help the new teacher at crucial times, such as midterms, semester tests, concerts, Iowa Assessment Testing, student events that impact school days and instruction, special assemblies and any other extra-ordinary events that the district provides/hosts for the students. This way the new teacher can learn about and feel comfortable in the Mormon Trail District culture with support.
7. All teachers will be compensated at \$33,500 and above per Grant Assurances and we are confident this will help us to both attract and retain high quality teachers.

#### Guidelines for the timeline during the first and second year at Mormon Trail Community School District:

August- Mentor and mentee attend the first day of new teacher training together. Time will be given that day for one on one collaboration as well as training and meetings with the Curriculum Director, building administrators and Mentor facilitator.

August and September-Mentor will arrange times for peer observations with the mentee so the administrators can arrange for substitute teachers within the school day, thus not taking either person's regularly scheduled planning period.

September Through May-Mentors and mentees will meet at the arranged times and discuss issues specific to our district and the teaching field. Trainings will be provided after school one time per month for mentors/mentees.

Discussions/ trainings should include but not be limited to:

- Relationship building in the collaborative partnership
- Authentic intellectual work and district initiatives
- Planning & lesson plan development
- Professional Development
- Grading and Grade book
- Midterm and Quarter Grades process
- Parent-Teacher communication
- Parent-Teacher conferences
- Duties at elementary and secondary levels (i.e. lunchroom, recess, hall monitors)
- School day schedules
- Subject matter expertise and timing
- Discipline and classroom management
- Detention protocol
- Identifying and reporting at-risk students
- Assessment routines
- Payday
- Purchase orders and other monetary issues
- Working as ticket takers(if possible work one together)
- Lunch
- Assembly responsibilities
- Field Trip procedures
- Emergency procedures
- Concerns and questions from the new teacher
- A log will be maintained by each mentor-mentee team and an evaluation will be completed by each mentor and mentee to guide the mentor training program in the future years.

Mormon Trail Community School District anticipates the TLC grant program will help to attract, hire, and retain quality teachers by providing supportive guidance for mentees new to our district.

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## Narrative

Using Part 5 application narrative from previous submission?      **No**

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Current structures in both the elementary and middle/high school buildings involve teacher leaders planning professional development, and carrying out building initiatives to reach those goals and strengthen instruction, and mentoring Beginning Educators. These activities will continue within the new TLC plan, but will be more pervasive, consistent, and impactful with dedicated teacher leadership training and support provided for by the plan. Mormon Trail School's TLC plan currently looks to place 60-70% of the teachers in leadership roles.

We will create structures and a district culture around the concept that teacher leaders are a key part of our work, and the support they provide is fully supported by the district. Our plan allows teachers to pursue a position of leadership throughout their careers depending upon their interests, abilities and accomplishments. As teachers move into leadership positions, their qualifications, roles and responsibilities increase along with their compensation. This allows effective teachers to advance professionally without the need to move into administrative roles. It also creates expert teacher leaders within each building to provide support to other teachers. The bi-weekly team meetings will provide a vehicle to ensure that every teacher benefits from the support of teacher leaders in a group, in addition to an individual setting. This allows teachers who have taken on leadership roles to further develop their skills and knowledge of leadership without the need to move into administrative roles. It creates expert teacher leaders within each building to provide support to other teachers. Bi-weekly team meetings will provide a vehicle to ensure that every teacher benefits from the support of the teacher leader in the group setting as well as individually.

**LEAD TEACHER (4 for district--2 at the Elementary level and 2 at the Secondary level)**

The Lead Teacher will be selected from our current teaching staff. There will be a rigorous selection process before the end of the 2016 school year. The applicant must meet the requirements of a career teacher, have taught for three years, and have at least one year of experience in our district.

Teacher leaders will work with the Lead Team in their building, the District Lead Team, teacher teams, and individual teachers. The TLC plan is designed to allow Lead Teachers to teach their class/grade. Substitutes will be hired in order to allow the lead teachers time to meet, plan and work with other teachers to support them in developing effective teaching practices. Mormon Trail TLC plan includes additional contract time to cover after school meetings and extended days, before and/or after the school year begins/ends. Lead teachers will be a resource for other teacher and a model teacher for teacher to observe teaching pedagogy. Lead teachers will gain release time, have a substitute for classes to provide the opportunity to observe and support other teachers collaboratively or individually with curriculum, instruction, and/or assessment.

**Lead Teacher duties:**

- Work with curriculum director/administrator and lead team to plan and implement professional development
- provide teachers with a system of professional development that is ongoing, job-embedded, collaborative and student centered.
- lead PLC collaboration (e.g. grade, subject-alike) for professional development that is focused on instructional practices as determined by student data.
- support teachers by providing follow-up support to put new learning into practice and provide opportunities for accountability.
- provide opportunities for professional growth through *individual* coaching and classroom-based support based on instructional issues that *specific teachers* face with *specific students*.
- use data for data-based decision-making.
- plan, monitor, review, and implement best instructional practices that align with district initiatives.
- work with career teachers new to the district to ensure retention..
- serve on Lead Team, participate in analyzing data and school goal setting,
- facilitate professional learning community meetings, gather and assess data.
- model new and best classroom practices including district initiatives: AIW, MTSS, and Early Literacy Initiative.
- provide modeling, feedback and reflection opportunities.
- work to cultivate highly effective teachers in classrooms.
- teach in the regular classroom at least 90% of the time, and serve as a model teacher demonstrating best practice in planning and implementation of quality instruction.

**MODEL TEACHERS: (2 for the district)**

The model Teacher will be selected from our current teaching staff. There will be a rigorous selection process before the end of the 2016 school year. The applicant must meet the requirements of a career teacher have taught for three years and have at least one year experience in our district.

**Model Teachers will:**

- plan, monitor, review and implement best instructional practices that align with district initiatives.
- model new and best classroom practices including district initiatives: AIW, MTSS, and Early Literacy Initiative.
- teach in the regular classroom at 100% of the time, and serve as a model demonstrating best practice in planning and implementation of quality instruction
- Work with curriculum director/administrator
- work to cultivate highly effective teachers in classrooms
- use data for data-based decision-making.

**MENTOR TEACHERS (3 for the district;)**

As needed, Mentor Teachers will work with Beginning Educators to ensure student engagement and highly effective teaching in all classrooms. They will help ensure that the growth of Beginning Educators is purposeful and aligned with the Iowa Professional Development Model.

**Mentor teachers will:**

- have bi-weekly release time to observe and provide feedback to teachers who are new to the district.
- collaborate with Beginning Educators on a weekly basis to provide understanding about district processes and procedures, as well as district supported instructional programming, strategies and supports.
- coordinate differentiated learning by teacher need and experience.
- mentors teach in the regular classroom at least 95% of the time, and serve as a model teacher demonstrating best practice in planning and implementation of quality instruction.
- mentors observe the beginning teacher
- mentors schedule time for mentees with other teachers for mentees to observe
- focus on the Iowa Teaching Standards and Criteria and implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.
- share the responsibility of developing, implementing and evaluating an effective mentoring program.

**Teacher Leadership & compensation Team Teacher:**

The TLC teacher is part of the TLC committee and will engage in data collection and monitoring of implementation and progress of the TLC plan.

**The TLC teacher will:**

- share the responsibility of developing, implementing and evaluating an effective plan
- Work with curriculum director/administrator

**DATA Teachers:**

A data teacher is a member of the data team. The DATA teacher is responsible for collecting , organizing and reporting achievement results to the lead team, administrator, and District lead team.

**The DATA teacher will:**

- share the responsibility of developing, implementing and evaluating an effective plan
- Work with curriculum director/administrator
- Collect and organize data for teams to analyze
- use data for data-based decision-making.
- Work with curriculum director/administrators to schedule data collection
- Assist individual teachers and teams of teacher organize, analyze and make instructional decision using data.

	Compensation Beyond contract	# Of teachers in this Position	Work Beyond Contract	% of Total Staff	Percent of Time Dedicated to Teaching Students
Initial Teachers & Career Teachers	Minimum \$33,500 (contract pay)	N/A	N/A	N/A	100%



Lead Teachers	\$5000.00	4	6	16%	90%
Model Teachers	\$2500.00	4	0	16%	100%
Teacher Leadership & Compensation Team teachers	\$3000.00	4	4	16%	100%
Data Teachers	\$3500.00	2	3	8%	95%
Mentor Teachers	\$1500.00	3	3	12%	95%

70% of Mormon Trail Teachers will have leadership roles.

Using Part 6 application narrative from previous submission? **No**

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

### **Selection Panel (1 for District)**

The district will have a Selection Committee, selected annually, composed of two administrators (principal and superintendent) and two teachers (not applying for teacher leader role) to review and select potential candidates. One member of the committee will be selected by superintendent, and one member will be selected by teachers. The principal will solicit volunteers and survey all teachers to determine the best candidates for the Selection committee.

The district Selection Committee is s charged with selecting successful candidates to fill the leadership positions.

### **Application**

Interested applicants for Teacher Leadership positions will submit their resume, a letter of interest, a copy of two most recent Professional Growth Plans, and letters of support from two colleagues.

### **Selection Process**

The Selection Committee will screen applications and interview applicants using a rubric created for evaluation of teacher leader candidates based on measures of teacher effectiveness and professional growth. Applicants will be provided with a copy of the selection rubric prior to their interview:

### **Selection of Teacher Leaders**

The selection process begins with teacher applications for a TLC teacher leadership position.

The application will ask for the following information:

- Advanced degrees (resume)
- A deep understanding and evidence of utilization of the Iowa Core Curriculum Standards (a written lesson)
- A deep understanding and utilization of evidence based instructional strategies that engage students in the learning process (video tape of lesson)
- Experience in a previous teacher leadership position: Mentor teacher, AIW leader, Committee Head, Building Leadership Team member, and District Leadership Team member (resume)
- Participation and implementation of Professional Development (evidence of Involvement in PLCs)
- Recognized as skilled in the use of instructional technology (video)
- Advancing toward mastery of all the Iowa Teaching Standards (artifacts)
- \*Experience working with adult learners (resume)

The Selection Committee of teachers and administrators will accept and review applications/interview for each of the teacher leadership roles. The Selection Committee will recommend teacher leader candidates to the superintendent.

The superintendent will then make recommendations to the Board of Education for approval.

### **Measure of Effectiveness: (How effectiveness of the candidates will be determined)**

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

### **Advanced Degrees:**

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies.

Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

### **Deep Understanding of the Iowa Core Curriculum Standards:**

Applicants will provide artifacts or examples to the committee showing the use of evidence based instructional strategies that align directly to the Iowa Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

### **Experience in previous teacher leadership positions:**

Those who have served as a mentor teacher, Authentic Intellectual Work (AIW) leaders, committee heads, or building leadership team members will rate higher in the selection process than those who have not served in any formal or informal leadership roles within the district.

### **Participation and implementation of Professional Development:**

A greater emphasis in the selection process will be put toward teachers who show implementation of evidence-based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

### **Deep understanding of evidence based instructional strategies:**

Applicant is recognized as skilled in evidence-based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices which demonstrate not just meeting all the Iowa Teaching Standards but moving toward mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

#### OTHER CRITERIA

- Three years teaching experience
- One year in district

#### ANNUAL REVIEW OF ASSIGNMENT, EXPERIENCE

Effectiveness of teacher leaders will be evaluated by the selection panel in the following ways:

- Documentation of compliance with job responsibilities
- Documentation of evidence data from implementation of district initiatives
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Each semester each leader will complete self-evaluation of their own effectiveness
- Administrators will observe and evaluate them in their instructional roleEvery leader may maintain their leadership position if the evidence presented to the selection panel justifies reappointment, and if they desire to continue in the teacher leadership role. A teacher who complete the time period of assignment to a leadership role may apply for assignment in a new leadership role, or reassignment to that role. If that teacher does not wish to continue in a leadership role, he/she may go back into the classroom.

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## Narrative

Using Part 7 application narrative from previous submission? **No**

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- A description of the role teacher leaders will play in the creation and delivery of professional development.
- A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*[Click here To access the Iowa Professional Development Model page.](#)*

Mormon Trail School utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

1. Collecting and analyzing student data
2. Goal setting
3. Selecting content
4. Designing the process for improving instruction
5. Ongoing cycle continues
6. Evaluation

Data collection is ongoing and constant at Mormon Trail Schools. Analyzing student data allows the district to see student needs and identify gaps in instruction. Lead Teachers assist the Curriculum Director to determine where we need to focus instruction. It allows the district to develop the professional development focus for each upcoming year. It has been recent that we have recognized the need to utilize the data we collect much more effectively. We have always had a large number of assessments in place, but haven't used the data effectively to narrow our instructional focus. It is our goal to utilize the regular, weekly meeting and through use of the AIW collaborative meetings to become focused on student needs.

Participative decision-making occurs when student data is pinpointed and grade-level instructors are able to point out needs and gaps. We need to better use the data we have by assessing student data in the spring of each year summarizing the results. All stakeholders are included in deciding what the focus should be for the upcoming year. These stakeholders will include students, teachers, parents, community members, local businesses, and administration.

All teachers at Mormon Trail School will attend initial meetings in the spring of the year selected, with the district TLC committee, to discuss student achievement data, the district's current professional development plan and its goals for the upcoming year. Weekly team meetings will be designed around scoring tasks, student work, and instruction to revise teaching and student tasks to gain higher student achievement.

The IPDM steps and Mormon Trail Community School's academic alignment to them include:

**Collecting and analyzing student data** – Mormon Trail Community Schools' Lead Teachers, along with the TLC team, will collect student data, analyze and design a plan for making instructional decisions. Mentor Teachers will assist the beginning teacher in identifying, collecting and analyzing classroom data to better make instructional decisions.

**Goal Setting for Student Learning** – Mormon Trail Community Schools' Lead Teachers will use student data to determine goals for a focus during each weekly team meeting.

Each team meeting will also be designed around a TAP teaching strategy. The teaching strategy will then become the focus of instruction in the classroom during the upcoming week. Follow-up discussion on the strategy happens the following week. Mentor Teachers will assist the beginning teacher in planning for use of strategies, and monitoring of effectiveness with students.

**Designing the PD** – Mormon Trail Community School's Lead Teachers will research and design appropriate topics for team meetings, aimed at ensuring students master lacking academic skills. These plans will be carried out at weekly team meetings, and through collaboration by all teachers. Mentor Teachers focus on the needs of the beginning teacher and design appropriate topics for discussion during one-on-one meetings with the beginning teachers.

**Collaboration** – Grade level teams will be spent identifying the specific goals and learning how to attack deficit learning on certain skills. A plan will be put in place, and carried out during the next week in the classrooms. Lead Teachers facilitate grade level meetings and work together modeling effective goal setting, implementation and collaboration skills. Mentor Teachers participate in grade level meetings with their respective grade level and collaborate with Beginning teachers assisting them in preparing for grade level meetings. Model Teachers participates in grade level meetings and collaborate with the Lead team to identify needs of teachers and planning for observations by Career teachers and/or beginning teachers.

**Implementation** – Teacher leaders will support Beginning and Career teachers in implementing refined teaching strategies. Lead teachers will monitor and evaluate implementation logs collected analyzed on a regular basis, along with information/data shared with the teachers and walk-through data, will reveal the level of implementation. Mentor teachers support the beginning teacher with meeting implementation monitoring requirements and model implementation practices for the beginning teacher to observe.

•Formative Evaluation – Formative data will be collected to document student growth and determine future student needs. This data helps refine student grouping, pinpoint skill areas needing retaught, and realignment of instruction. —(AIW) Walk-through data, Innovation Configuration Maps, Correlation of Student work and Tasks and examination of task and unit plans can guide formative assessment of professional development and teacher and student learning.

•Program evaluation (Summative) – Mormon Trail Community School’s Teacher Leaders will utilize all data collection, including student assessments, walk-throughs, teacher surveys, professional development implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at Mormon Trail Community School each spring. The PK-6 Lead team and they will use student learning data from Iowa Assessment, MAP, FAST, and BRI to prepare and share a summative evaluation of how AIW, MTSS, and Early Literacy (at the PK-6 level) have changed instruction and student learning

The professional development focus will be targeted at any student achievement areas not meeting goals for the year. For the Mormon Trail Community School District to attain current student achievement goals, action steps include teacher leaders and administration members working together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. It is a cycle that does not stop.

Using Part 8 application narrative from previous submission? No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Evaluation of the effectiveness of the TLC plan will be ongoing by administration and the TLC Team. Reports from the Lead Teachers, Local Coach, Mentor Facilitator, Mentors, and classroom teachers will be obtained at a minimum annually. Information from the following will be included in the evaluation of the TLC plan and adjustments and changes made as needed.

•The AIW Innovation configuration maps, revised lessons, unit plans, Classroom Implementation Profile (CIP), Instructional Practices Inventory (IPI). and walk-through data will be used to monitor success and progress of teachers to identify full implementation of the components of AIW, Adolescent Literacy, and Reading First Revisited.

•Local Coach will keep records of meetings with AIW team and revised lessons submitted.

•Lead Teachers will keep a log of Lead Team meetings and demonstrate successful implementation of PD in all areas of the district. They will log collaborative meetings with teachers and collect/analyze teacher/participant implementation data and any teacher survey data.

•Mentor Teacher will keep records of meetings and topics of discussion with new teacher.

•Student Data will include the all district wide assessments administered in the district, screening assessment data (FAST), student progress reports for early intervention program, grades, MAP, and Iowa Assessment.

It is expected that student learning will improve as demonstrated through improvement Iowa Assessment scores, growth demonstrated in MAP Scores from Fall to Spring administration of the assessment, and fewer students demonstrating deficiencies in reading, literacy at the PK-5 level as demonstrated with early screening assessments. It is expected that students needing tier 2 or Tier 3 Interventions will make growth.

Teachers will demonstrate change in instructional practices evidenced through CIP, IPI and/or walk-through data. Teachers will revise lessons brought to their teacher teams and plan and implement authentic assessment of student learning.

Student engagement in the classroom will improve as observe by Instructional Practices Inventory (IPI) data.

Diverse learning needs of students will be met through the Multi-Tiered Support System designed to identify learning needs of students and meet those needs through effective literacy strategies as evidenced by improved classroom grades and increased achievement on district-wide assessments.

If teacher needs and student data indicate that the system of leadership development is not having the impact desired and gains in student achievement are not seen then changes will be made in the district teacher leadership system to better meet desired outcomes.

Using Part 9 application narrative from previous submission? No

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

The school district's capacity to successfully implement TLC and see positive results in student achievement can be demonstrated by our current success in implementing initiatives. Our district has successfully implemented Google classroom and use of technology and integration into classroom teacher expectations in grades 7-12, MTSS, Early Literacy in grades K-6.

As well, our choice to engage in Authentic Intellectual Work supports our drive to become a reflective, collaborative staff willing to revise instruction and learning tasks for students. We have the capacity for successful implementation as demonstrated by the use of Reading First strategies as well as the desire to use AIW to move our instruction and student learning to a higher level of authenticity.

Mormon Trail Lead Teachers will learn and plan together monthly. All staff will collaborate and learn together on professional development early release days.

The TLC plan will allow for deepening the training of Lead Teachers to support teachers one-on-one and in teams as release time will be more purposefully provided for time not met with and model for teachers. Through the development of Lead Teachers local capacity to sustain the PD and practices important to quality instruction and high student achievement can occur.

The Lead Team and PLCs will successfully discuss, design, and implement district strategies. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement.

Elementary staff have been trained in the implementation of FAST assessments and interventions. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs. The TLC plan will allow for structured purposeful collaboration and implementation of strategies throughout the district.

We utilize data from Iowa Assessments and other local assessment data, such as MAP, FAST, and Classroom assessment data. We believe Lead Teachers will be able to utilize existing data processes to assist teachers in making decisions and planning instruction to support student learning.

Through professional learning and team learning, staff are able to critically analyze their practice and fundamentally improve their teaching.

The PK-6 teachers are developing their skills in the Multi-Tiered System of Support with assistance from the AEA, literacy development, and learning new assessments. They meet weekly and lead teachers drive learning through book studies and implementation of practices in the classroom. They monitor implementation and data of student learning associated with implementation.

TLC will support release time for Lead teacher(s) to more effectively organize, analyze and summarize data to share with all staff.

Currently our PLCs and building Lead Teams work during contract time. Our Superintendent/Curriculum director is our AIW coach.

The TLC will enhance and strengthen the existing structures, allowing teacher leaders to provide additional support, gain additional training as AIW local coach, and provide continuity to all existing initiatives, and provide additional teacher leadership and collaboration time during the contract day.

A rigorous selection process and on-going leadership training ensures that our teacher leaders are equipped to lead our faculty through the change process.

The district currently has a mentoring program in place. New teachers are provided contract days to attend the Journey to Excellence trainings offered by the AEA. The TLC plan will enhance our capacity to allow teachers to grow from each other by giving Beginning Educators additional time to collaborate with trained mentors and visit other classroom teachers to observe instructional practices.

#### **Sustainability**

Responsibilities for successful implementation of TLC initiatives will be shared by the following key staff:

The Superintendent will

- communicate progress to stakeholders
- review recommendations for teacher leader selections
- recruit and communicate with teacher preparation programs in anticipation of new teacher needs
- monitor and supervise use of TLC funds

Building Principals will

- provide an environment of shared leadership

- facilitate SIAC
- support alignment of curriculum, instruction, and assessment
- participate in selection, evaluation, and support of teacher leaders
- facilitate instructional support at the building level
- monitor instruction
- communicate teacher needs to ensure program success
- participate in Lead Team

**LEAD Teachers will:**

- establish supportive environment
  - set and support clear goals
  - provide access to resources
- create meaningful PD opportunities
- participate in annual and ongoing evaluation of TLC implementation
  - collaborate with other adult leaders
  - build a professional culture
  - participate in Lead Team
  - facilitate instructional support at the building level

**MENTOR Teachers will:**

- support Beginning Educators and teachers new to the district
- establish supportive environment
- set and support clear goals
- provide access to resources
- collaborate with other adult leaders
- build a professional culture

**DATA Teachers will:**

- support Beginning Educators and teachers new to the district
- establish supportive environment
- set and support clear goals
- provide access to resources
- collaborate with other adult leaders
- build a professional culture

**Ongoing Training**

Our TLC plan utilizes the training, resources and support available through the AEA and TS Education Services.

Administration and teacher leaders will work in partnership with trainers throughout the implementation of the plan.

Regular feedback about the positive impact the TLC plan is producing will be shared with all stakeholders.

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## Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**



<u>Selection Committee</u> The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.	Yes
<u>Teacher Leader Percentage</u> The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.	Yes
<u>Teacher Compensation</u> A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan.	Yes
<u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.	Yes

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$53,500.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$12,823.80
Amount used to provide professional development related to the leadership pathways.	\$11,500.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$77,823.80</b>

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## Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	241.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$75,355.88
Total Allocation	\$75,355.88

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended	\$77,823.80
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*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted	(\$2,467.92)
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## Budget Alignment

Using Part 10 application narrative from previous application?	No
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Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Budget:

ROLE	#	SALARY	EXTRA DAYS	BASE SALARY TOTAL	FICA IPERS TOTAL	TOTAL SALARY	TOTAL PACKAGE
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Lead Teachers	4	\$4288.90	6	\$17,156.60	\$2,844.40	\$20,000.00	\$20,000.00
Assist in planning & implementing Professional Development							(((\$5000 total per teacher with FICA/IPERS)
Provide a system of PD that is ongoing job-embedded collaborative and student centered.							
Lead PLC collaboration							
Provide individual coaching and classroom based support							
Use data for data-based decision-making							
Implement best practice that aligns with district initiatives							
Work with career teacher new to the district							
Serve on Lead team							
Analyzed data and assist with school-wide goal setting							
Provide modeling, feedback and opportunities for reflection							

Mentor Teachers Observe and provide feedback to mentee Collaborate with beginning educators weekly Coordinate differentiated learning based on teacher need and experience Teach in regular classroom at least 95% of the time and serve as a model teacher to mentee Focus on Iowa Teaching standards and Criteria and implementing the Iowa Core Share responsibility for developing, implementing and evaluating an effective mentoring program	3	\$1,286.67	3	\$3,860.01	\$639.99	\$4,500.00	\$4,500.00  (\$1500 total per teacher with FICA/IPERS)
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<p>Model Teachers plan , monitor, review and implement best practices that align with district initiatives</p> <p>Model new and best classroom practices including district initiatives: AIW, MTSS, and Early Literacy initiative</p> <p>Teach in regular classroom and serve as a model demonstrating best practice in planning and implementation of quality instruction</p> <p>Work with curriculum director/ administrator</p> <p>Use data for data based decision making</p> <p>Work to cultivate highly effective teachers in classrooms</p>	4	\$2,144.45	0	\$8,577.80	\$1,422.20	\$10,000.00	<p>\$10,000.00</p> <p>(\$2500total per teacher with FICA/IPERS)</p>
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<p><b>Data Teachers</b></p> <p>Responsible for collecting, organizing, and reporting achievement results to the lead team, administrator, and District lead team</p> <p>Work with curriculum director/ administrator</p> <p>Collect and organize data for teams to analyze</p> <p>Use data for dat based decision making</p> <p>Assist individual teacher and teams of teacher to organize analyze and make instructional decision using data.</p>	2	\$3,002.23	3	\$6,004.46	\$995.54	\$7,000.00	<p>\$7,000.00</p> <p>(\$3,500 total per teacher with FICA/IPERS)</p>
<p><b>Substitutes for Lead Teachers and Mentors</b></p> <p>Will work in teacher leader classrooms as they receive release time for various roles they are assigned.</p>		<p>SUBS FOR 7 for Bi-weekly release time</p>	1	\$11,000.00	\$1,823.80	\$12,823.80	\$12,823.80

Teacher Leadership & Compensation Engage in data collection and monitoring of implementation and progress of the TLC plan Share the responsibility of developing, implementing and evaluating an effective plan Work with curriculum director/administrators	4	\$2,573.34	3	\$10,293.36	\$1706.64	\$12,000.00	\$12,000.00 (\$3,000 total per teacher with FICA/IPERS)
PROFESSIONAL DEV. AIW LOCAL COACH TRAINING						\$6000.00	\$6000.00
TRAVEL FOR PD						\$1500.00	\$1500.00
COACHING TRAINING & PD RESOURCES						\$4000.00	\$4000.00
TOTAL							\$77,823.80

**Goals 1 & 2 Attain and Retaining quality teachers:**

Mormon Trail's TLC plan for teacher leadership positions will fulfill all state requirements and include a rigorous process of hiring and implementation.

All available positions will be filled by current teaching staff who will be compensated with an additional salary stipend.

Additional compensation for leadership positions will attract and retain individuals in the teaching profession.

The goals that are fulfilled by these positions include work on new professional development initiatives, mentoring and induction of new teachers, and integrated leadership roles in all levels of professional development.

Teacher leadership roles that will assist in meeting this goal are:

Mentor Teacher

Lead Teachers

Model Teachers



**Data teachers.**

**Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.**

Data teachers, Lead Teachers, and Model teachers meet regularly to discuss assessment data, curriculum alignment, interventions, progress monitoring, enrichment ideas, explicit effective teaching strategies and techniques, and differentiated activities for the classroom. Lead Teachers will facilitate learning team meetings focused on planning and integrating strategies in order to ensure improved student achievement. The Budget supports teacher collaboration with Lead Teachers, Mentor Teachers and Data Teachers. To fulfill goals, the district will need substitutes so teacher leaders can schedule collaboration with teachers and students. Our TLC plan allows for substitutes for 7 teachers bi-weekly.

**Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.**

The district will support all teachers hired at Mormon Trail Community Schools entering the profession by providing access to a Teacher Induction System. Mentor teacher will be supported through this plan with release time for collaborating and working with the new teacher and compensate for additional days required for meeting and planning with lead teachers and principal/curriculum director.

TLC supports professional development for teachers. To ensure program success, TLC funds training for LEAD teachers for coaching and for AIW local coach training.

**Goal 5: Improve student achievement by strengthening instruction.**

Lead teachers, Data teachers, Model teachers and TLC team teachers are integrated into each phase of the IPDM and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.